

comprehension, and math computation. All tests are nationally-normed and widely used in the education and research communities to measure learning profile and academic progress. Individual, written progress reports are provided to parents/guardians and the school approximately midway through the scheduled SES services. Lindamood-Bell® staff is also available to conduct teacher and parent/guardian conferences to discuss student progress. Teachers and parents/guardians are encouraged to ask questions and may schedule a time to observe their student/child in session to see the key areas of growth. All efforts will be made to accommodate working parents/guardians and to present information in a language that the parents/guardians can understand. This may include collaboration with the school's parent liaison, counselor, or other staff member to help communicate progress. At the conclusion of the scheduled intervention and the post-testing period, the district, school, and parents receive individual student reports with pre and post-testing results and progress. Recommendations are provided regarding further instruction or follow-up support if appropriate. Additionally, Lindamood-Bell will provide the district with a program evaluation and recommendations.

A Lindamood-Bell® program manager is assigned to support, manage, and oversee all components of the SES program. This includes monitoring of diagnostic testings, lesson plans, student participation and performance, and program integrity. The program manager provides on-going support and evaluates daily progress to determine if goals are being met at each level. The program manager also monitors and coaches instructors, and provides technical assistance with program tasks and group management in order to continually refine the program model. Weekly staff meetings are conducted by the program manager with the instructors to address student progress, student goals, and all programmatic issues. Weekly oral and/or written reports are submitted to Lindamood-Bell® corporate directors for monitoring. Additionally, corporate directors conduct monthly or bi-monthly quality control visits to monitor the program effectiveness and integrity.

Lindamood-Bell's fees are \$50 per hour for up to 60 hours of supplemental services. Although Supplemental Educational Services funds may not cover 60 hours of instruction, Lindamood-Bell will agree to provide additional hours of services, depending on student need, at no additional cost. This is to ensure that students receive a sufficient amount of instruction in the Lindamood-Bell® programs.

Evidence of Effectiveness

The Lindamood-Bell® programs are effective with diverse student populations, including students not performing to their potential, at-risk students, and students with dyslexia, hyperlexia, or other reading disabilities. The programs are also effective with students that qualify under Title I, students with limited English proficiency, and students receiving Special Education services. Since 1970, over 15,000 students have benefited from Lindamood-Bell® instruction. The following results illustrate that before and after Lindamood-Bell® instruction demographically diverse students from varied educational settings can make substantial progress in their area(s) of need.

Pueblo, Colorado

In 1998, Bessemer Elementary School was the first school in Pueblo School District 60 (PSD 60) to implement the Lindamood-Bell® model. The school's success prompted the district to increase the number of schools involved each year. In 2003-2004, all but one of the district's schools is implementing the model. Since 1998, over 1,200 PSD 60 teachers have attended at least one in-service workshop in the Lindamood-Bell® programs. This equates to 90% of the current total of teaching staff in the district. From the 1998-1999 to the 2003-2004 school year, over 7,000 at-risk students have received